

# Inspection of Scribbles Day Nursery

Barley Barn, The Grounds of North Weald Golf Club, Rayley Lane, Epping, Essex  
CM16 6AR

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Inspection date:

23 December 2021

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## Overall effectiveness

## Inadequate

The quality of education

**Requires improvement**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicableNot applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Children are not safeguarded well enough. The provider, who is also the designated person for safeguarding, does not follow the correct procedures to ensure children's safety and well-being. Babies sleeping in cots are not kept safe, as staff's risk assessment of the baby room is not thorough enough to identify and minimise potential hazards. Children's learning is variable across the nursery, with some receiving good quality interaction from staff, while other children spend much of their time entertaining themselves. Children who require challenge to help them to progress further in their learning are not always provided with purposeful activities and resources to stretch their thinking.

Children do not receive consistent care and learning. For example, when a child's key person is absent or they only work during term time, there is no named person to continue to oversee children's experiences. This does not help children achieve their best outcomes and prepare well for their future learning. Despite this, most children enter the nursery excitedly and are keen to begin their day. Babies quickly become engrossed in sensory and messy play. They proficiently pour water from one vessel to another and offer their freshly poured drink to staff and visitors. Children's learning, at these times, is fully supported by attentive staff who extend their communication and language skills. For instance, they introduce appropriate language, such as 'pour, fill' and 'lovely cup of tea'. Older children engage in lively conversation with staff as they sit together and share the chef's home-cooked and nutritious meals. They talk about which meals they enjoy and some of the foods they eat at home.

### What does the early years setting do well and what does it need to do better?

- The provider fails to ensure that correct safeguarding procedures are followed when there are concerns for a child's safety or well-being. She does not liaise with the local safeguarding partners to ensure that swift and appropriate intervention is sought when children might be in danger of harm or abuse. This does not protect children from harm.
- Risk assessments are poor. Babies' cots are positioned very close to each other. One is also situated directly next to an electric wall socket with plugs and wires leading to various electrical devices, including an oil-filled radiator. This does not keep children safe from harm.
- The key-person system is not effective, particularly at times when staff are absent, such as through sickness or because they do not work full time. As a result, children do not have continuity in their care and learning. Those children who need extra challenge to extend their learning further are at times left to amuse themselves while staff busy themselves with cleaning or routine activities.
- Some staff deliver the curriculum well and engage children in purposeful

learning. However, this level of support for children's development is not consistent across the nursery. Some children wander around with little adult interaction to keep their interest and motivation in their learning.

- The provider does not have good enough oversight of the nursery management, resulting in weak leadership. The systems for keeping appropriate records are not efficient. For instance, staff who take the lead at the setting do not know where documentation is kept when other staff are not present. This results in leaders not being able to determine core organisational information, such as how many children are on roll and evidence of staff's suitability.
- The provider and staff kept in regular contact with families who were unable to attend the nursery during the COVID-19 pandemic. When children returned to nursery, staff helped them to re-adjust to nursery life and to re-gain their social connections with staff and other children. This helps to support children's confidence and emotional well-being.
- Parents share that they are very happy with the nursery. They feel that their children are well cared for and enjoy attending. Many comment that they would happily recommend the nursery to other parents.
- Children build on their literacy skills well. They listen attentively as staff read stories to them in fun and annotated voices. They join in with familiar parts and giggle when the story is funny. Staff encourage them to engage in discussion about the pictures in the book and what they think will happen next.
- Children learn about similarities and differences around them. For instance, staff organise events and trips outside of the nursery. Children often take part in fundraising events for local charities and learn about how to help others. In the past, children have formed friendships with residents at a local elderly people's home. They visited them regularly and exchanged photos and artwork.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure that correct safeguarding procedures are followed when there are concerns about a child's welfare. The designated safeguarding lead has not attended necessary training to ensure that her safeguarding knowledge is current. Staff know the signs and symptoms that might alert them to a child being harmed or unsafe. However, they do not ensure that they take the appropriate action to keep children safe. There are systems within the nursery for recording and referring such information to the designated safeguarding lead. However, there are no secure processes to ensure that this information is referred to the appropriate authority or followed up.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that the lead practitioner for safeguarding attends a relevant child protection course	20/01/2022
notify the agencies with statutory responsibility without delay where concerns are raised about a child's safety or welfare	20/01/2022
ensure that the key-person system remains effective to provide every child with a settled relationship with specific staff	20/01/2022
take all reasonable steps to ensure children are not exposed to risks, specifically in the baby room	20/01/2022
ensure the safe and efficient management of the nursery by making sure those staff who take responsibility for the setting have access to important records.	20/01/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
consider the individual needs, interests and development of each child to provide challenging and enjoyable experiences in all areas of learning to help children achieve their next stage in their development	20/01/2022
stimulate and guide children's development through warm, positive interactions and engagement to help them to make the best possible progress in their learning.	20/01/2022

## Setting details

<b>Unique reference number</b>	2591647
<b>Local authority</b>	Essex
<b>Inspection number</b>	10217919
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	105
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	Seville, Lesley Carole
<b>Registered person unique reference number</b>	RP512591
<b>Telephone number</b>	01992523846
<b>Date of previous inspection</b>	Not applicableNot applicable

## Information about this early years setting

Scribbles Day Nursery registered in 2020. The nursery employs 30 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 and 3 or above. The nursery opens from Monday to Friday, all year round. Opening times are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of the risk assessment process following information we received about this provider.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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